

- 8 (Help Ss to identify the key words to be underlined and elicit suitable answers to the questions.)

Key words: teacher – describe – wedding anniversary celebration – you recently attended – article – descriptions of preparations – activities on the actual day

- 1 C, B
- 2 I B II B III D IV D
- 3 (Ss' own answers) – (Ss, in pairs discuss these questions for three mins. Go round the class and check Ss' answers, then ask some Ss to report back to the class.)
- 4 Extract A is suitable because it describes the name and time of the celebration and the reason for celebrating.
Extract B is not suitable because it describes the actual day of the celebration.

- 9 (When satisfied that Ss can deal with the task successfully, assign the exercise as written HW.)

(Suggested answer)

Every anniversary is special to a married couple, but the twenty-fifth, or silver wedding anniversary, is a particularly important occasion. Last Saturday, it was my parents' silver wedding anniversary. My brother and I organised a huge party so that Mum and Dad could celebrate the big day in style.

Several weeks before the event we made a guest list and sent the invitations. We had to book hotel rooms for a few relatives who were coming from abroad, too. We ordered beautiful flower arrangements to decorate every table and chose some great dishes for the three-course meal. We kept the whole thing a surprise.

The party had a really lively atmosphere. There were more than fifty guests, and later in the evening, everyone got up and danced. The DJ played my dad's favourite music from the Sixties – I've never seen him dance so much!

It was lovely to see my parents having such a wonderful time. All the planning and preparation was certainly worth it.

Unit 10 - First-person Narratives (pp. 60 - 65)

- 1 (Ask Ss to look at the pictures, and read questions 1-3. Play the cassette for Ss to listen to the story and put the pictures into the correct order, then prepare their answers to the questions. Elicit suitable answers, helping Ss where necessary.)

- a) 1 C 2 A 3 D 4 B

- 1 The driver, the instructor and the examiner.
- 2 The driver.
- 3 **(Suggested answer)**
"An Unforgettable Experience."

b) (Ss' own answers)

- 2 (Present the theory and the paragraph plan. Help Ss to identify the key words in the rubric, then elicit answers to the questions.)

Key words: local newspaper – story competition – story should start with: "I stood on the deck staring at the huge waves"

- 1 Readers of a local newspaper
- 2 B
- 3 A

- 3 a) (Allow Ss two to three mins. to look at the picture and complete the task. Explain/Elicit the meaning of any unknown vocabulary, then ask individual Ss to read their answers aloud.)

- 1 on a ship
- 2 cold and windy
- 3 a fire in the engine room
- 4 the ship reached the port
- 5 loudspeakers
engine room
lifeboat station
cabin
lifejackets

- b) (Allow Ss five or six mins. to read the text and underline the correct tenses. Elicit suitable answers, helping Ss where necessary. Explain/Elicit the meaning of any words from the story which Ss still do not understand, then ask individual Ss to read aloud from the text including their answers. Then, give Ss about two mins. to label the paragraphs.)

- | | | |
|------------|----------|-----------------|
| 1 had left | 5 ran | 9 announced |
| 2 stopped | 6 showed | 10 cheered |
| 3 slowed | 7 looked | 11 moved |
| 4 told | 8 passed | 12 was standing |

Para 1: setting the scene

Paras 2 - 4: development of story

Para 5: end of story, feelings

- c) (Allow Ss about four mins. to read the text again and number the events in the correct order. Check Ss' answers. Then, help Ss to tell the story orally in the first person.)

A 5 C 2 E 9 G 3 I 8
B 7 D 4 F 6 H 1

- d) (Allow Ss about three mins. to fill in the correct adjectives. Check Ss' answers, then help individual Ss to make appropriate sentences.)

1 huge 3 rough 5 solid
2 dark 4 tiny

(Ss' own answers)

- 4 a) (Explain/Elicit the meaning of any unknown vocabulary in the rubrics and plot lines. Allow Ss three or four mins. to complete the task, then check Ss' answers. Ss, in pairs, then think of alternative plot lines. Check Ss' answers round the class, then ask some Ss to report back to the class.)

1 B 2 A

- b) (Allow Ss four or five mins. to read the rubric and the plot line and number the events in the correct order. Then, help Ss to tell the story orally in the first person.)

(Suggested answer)

As soon as I got off the train I knew this would be a special day in my life. As I was walking down the street, I found a wallet on the pavement. I put the wallet in my pocket and went to the job interview.

Unfortunately, I didn't get the job. I left the building very disappointed. It was then that I remembered the wallet. I opened it and looked inside. I found the owner's address, so I went to the owner to give it back. The owner was very rich. He was very happy to have his wallet back and he offered me a job.

b 3 d 8 f 2 h 7 j 4
c 5 e 9 g 10 i 6

- 5 (Allow Ss three or four mins. to read the extracts and fill in the gaps. Check Ss' answers. Explain/Elicit the meanings of any words Ss do not understand, then ask individual Ss to read the extracts aloud.)

A 1 As soon as 4 Meanwhile
2 Suddenly 5 Suddenly
3 Before 6 eventually

B 1 As 3 Suddenly 5 then
2 soon 4 At first 6 finally

- 6 a) (Help Ss to match the phrases to the pictures. Then, Ss listen and check their answers.)

D waves thundering and crashing

B shiny green leaves

A calm water

D salty sea spray

B smell of damp ferns

D white foamy water

A sparkling lights

A loud car horns

b) picture A: sight and hearing

picture B: sight and smell

picture D: sight, taste, touch and hearing

- 7 (Present the theory on past tenses. Allow Ss three or four mins. to read the extract and underline the verbs. Check Ss' answers.)

1 wasn't 8 went
2 thought 9 was
3 was 10 was standing
4 was rattling 11 saw
5 froze 12 was
6 heard 13 had got up
7 decided

- 8 (Present the theory on narrative techniques. Allow Ss three or four mins. to complete the task and answer the questions. Check Ss' answers.)

a) 1 C 2 A 3 B

b) 1 using the senses (to set the scene)

2 using the senses to describe the weather and using direct speech

3 referring to feelings/moods and addressing the reader directly

A referring to feelings/moods and asking a rhetorical question

B referring to feelings/moods and asking a rhetorical question

C referring to feelings/moods and using direct speech

- c) (Elicit suggestions for beginnings and endings. Then, help Ss to complete the task orally and assign it as a written exercise.)

(Suggested answers)

BEGINNING:

Have you ever had one of those days when you just can't seem to do anything right? Well, for me, yesterday was one of those days.

ENDING:

As I locked the door of the shop and set the alarm, I remembered what had happened earlier. Sighing, I said to myself, "Thank goodness today is over!"

- 9 (Allow Ss four or five mins. to read the beginnings and complete the task. Check Ss' answers.)

- a) 4 is the least interesting because no writing techniques have been applied.

- b) use(s) the senses 2, 5
use(s) direct speech 1, 2
address(es) the reader directly 3
refer(s) to feeling or moods 5

- c) (Elicit suggestions for beginnings, then allow Ss two or three mins. to complete the task. Check Ss' answers.)

(Suggested answer)

It was a bright and sunny Monday morning and I was cycling to school. As I was turning the corner, a dog ran in front of me and I crashed my bike into a tree. I was alright, but my bike was badly damaged. "Oh, dear!" I said out loud. "How am I going to pay for the repairs?"

- 10 a) (Explain/Elicit the meanings of any unknown words in the rubric and questions. Help Ss to identify the key words, then elicit suitable answers to the questions.)

Key words: popular magazine – short story competition – must end with: "It was the best day of my life."

- 1 Readers of a popular magazine
2 Me
3 C

- b) (Elicit from Ss what is happening in each picture. Then, read the plot line and allow Ss two mins. to put the sentences into the correct order. Check Ss' answers.)

- 2 A woman stopped me.
4 I waved goodbye and left.
5 I arrived too late for the concert.
6 I saw the woman I had helped at the entrance of the concert hall.
3 I helped her change the tyre.
8 She got me a front-row seat.
1 I was driving to a concert.
9 After the concert I met the band.
7 She was the band's manager.

- c) (Allow Ss two or three mins. to complete the task. Check Ss' answers.)

- a woman stopped me. I helped her change the tyre.
- waved goodbye and left.
- the woman I had helped at the entrance of the concert hall. She was the band's manager. She got me a front-row ticket.
- the band.

- 11 (Help individual Ss to complete the task orally, using their answers from Ex. 10 and adding their own ideas where necessary. When satisfied that Ss can deal with the task successfully, assign it as written HW.)

(Suggested answer)

One night last year, as I was on my way to see my favourite rock band, 'Brand X', I saw a woman who needed help changing a flat tyre. Although it was raining heavily, I stopped to help her.

I managed to change the tyre, although I got quite wet and dirty in the process. "Thank you so much. That was very kind of you," she said to me. I told her it was no trouble as I made my way back to my car and waved goodbye. I was a little worried that the delay would make me late for the concert.

I was right. When I arrived at the concert hall, the doors were closed and I was very disappointed. Just as I was about to leave, I saw the woman I had helped at the entrance of the concert hall. I couldn't believe it when she said she was the band's manager and arranged for me to have a front-row seat. The concert was fantastic!

Afterwards, I was invited backstage and I got to meet the band. Who would have thought that a good deed would pay off in such a delightful way? It was the best day of my life.